DOCUMENT RESUME

ED 354 971 JC 930 145

AUTHOR Hart, Cathy; Boehm, Barbara
TITLE Training with a Vocational Outcome for Adults with Intellectual Handicaps.
PUB DATE 27 May 92
NOTE 12p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Montreal, Quebec, Canada, May 24-27, 1992).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Access to Education; *Adult Vocational Education; Community Colleges; Curriculum; *Developmental Disabilities; Job Placement; Nondiscriminatory Education; *Nontraditional Education; *Normalization (Handicapped); Program Descriptions; *Special Education; *Special Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS College Northern College ON; Douglas College BC

ABSTRACT

To show that training programs for adults with intellectual handicaps can be successfully carried out regardless of the size of the community, information is provided on vocationally oriented programs in place at two Canadian community colleges: the Consumer and Job Preparation Program (CJPP) at Douglas College, in New Westminster, British Columbia (Canada), and the Work Skills Development Program (WSDP) at College Northern College, in South Porcupine, Ontario (Canada). Following a brief introduction, part 2 of the presentation discusses the history of both programs, indicating that the CJPP was initiated in 1981 and the WSDP in 1990. Part 3 reviews the philosophy behind the programs at both institutions, highlighting the common commitment to overcome limitations and barriers for students with developmental handicaps. Part 4 provides brief descriptions of the admissions requirements, demographics, funding, and curriculum content for each program. Neither the CJPP nor the WSDP requires reading or writing skills to enter the programs, but participants must have support from a legal guardian and an employment goal. In addition, the curricula and processes of both programs feature class participation/personal skills, human awareness, social skills, and orientation to work. Part 5 describes work placement and job exploration in the two programs, indicating that the CJPP places students for 3 weeks working 3-4 hour shifts, while the WSDP prefers full-time work programs, 2-10 weeks long. Concluding sections describe the benefits of the programs for students, the colleges, and the community. Sources of additional information are provided. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354971

Training with a Vocational Outcome for Adults with Intellectual Handicaps

Cathy Hart

and

Barbara Boehm

May 27, 1992

Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Montreal, Quebec, May 24-27, 1992).

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Hart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 930 145

ACCC PRESENTATION

May 27, 1992

Presenters: Cathy Hart and Barbara Boehm

TRAINING WITH A VOCATIONAL OUTCOME FOR ADULTS WITH INTELLECTUAL HANDICAPS

ABSTRACT

1. Introduction

It is no longer a dream but an expectation that students with intellectual handicaps will enrol in our community colleges. This presentation looks at the process and curriculum used in the delivery of vocationally-oriented courses for adults with intellectual handicaps. Materials are taken from the Consumer and Job Preparation (CJP) Program for Adults with Special Needs, Douglas College, New Westminster, B.C. and the Work Skills Development Program (WSDP) for Adults with Developmental Handicaps, Collège Northern College, South Porcupine, Ontario.

In summarizing the information, this abstract will include program information including program history, college philosophy, admission criteria, general information, curriculum content and process, work placements/job explorations, types of agencies utilized for work placements, types of jobs performed, work skills assessed, and benefits to the students, colleges, and communities which offer the programs.

The establishment of training programs for adults with intellectual handicaps can be successfully carried out in communities both large and small. This is demonstrated by the success of the programs in a large city such as Vancouver, British Columbia and in a small city such as Timmins, Ontario. The challenges presented by the limited number of resources in a smaller city are compensated for by the commitment of smaller cities to providing services to all community members. This commitment to all members stems from the fact that many of the adults with developmental handicaps are known personally in the community.

2. History

a) Consumer And Job Preparation Program - Douglas College

With the development of community colleges in Canada in the 1960s, we have seen the progressive inclusion of marginal learner groups as part of the regular college body. For many years these groups have been ignored or catered to by organizations specifically serving them outside of the "mainstream" of public post-secondary education. We are talking about people returning to complete high school, those in prisons, and people with hearing deficits, visual impairments, physical disabilities and mild and moderate mental handicaps.

In 1977 Douglas College was asked to provide a program for residents of Woodlands, a provincial institution for persons with mental handicaps. The program was to serve residents with severe retardation. This activity coincided with the initial movement which would result in deinstitutionalization.

Staff of the Ministry of Social Services, Douglas College and Simon Fraser Society for Community Living recognized that people who were going to be living in the community should be trained at the appropriate generic service, the community college.

In 1981 a contract was written with the Ministry of Social Services to share the costs of a program for adults with mental handicaps to be carried on at the college and in the community.

The proposal for the program stated:
"The overall goal of the proposed program is to enable individuals to enter appropriate community settings. This program is not to be a maintenance or behaviour modification program. The objectives of the program, from which the curriculum is derived, are as follows:

a) Provide preparation for placement in a work/vocational setting.
b) Offer basic consumer training to enable participation in community life."

Curriculum has evolved to meet the changing needs of the students as they moved from Woodlands into community living and as those already living in the community came into the program. The initial goal and philosophy have remained amazingly relevant over the years!

What we have seen, within the college, is the development of educational options to provide the vocational skill training which enables people with mental handicaps to be employed in competitive work at minimum wage or better.

b) Work Skills Development Program - Collège Northern College

During the 1987-88 academic year, a faculty member from Collège Northern College (CNC) spent a year's professional developmental leave at Douglas College working in the "Consumer and Job Preparation Program for Adults With Special Needs". Upon returning to CNC, the faculty member developed a proposal to offer a similar program at CNC.

The program proposal at CNC was submitted to the Special Programs Division. Recognizing the potential for a program, Special Programs contacted the local Job Placement Officer at the Canada Employment and Immigration Centre (CEIC). CEIC also recognized the merit of the program and provided funds to further develop the proposal. The completed proposal was submitted to the Canadian Job Strategy Program, specifically the Job Entry program for Severely Employment Disadvantaged. The proposal was accepted as presented, and the Work Skills Development Program (WSDP) was offered during the 1990-91 academic year.

The goal of the WSDP was to provide vocational skills training to adults with developmental handicaps. The curriculum was to be similar to that offered at Douglas College. However, the WSDP would include work placement components.

The implementation of the WSDP by CNC had a positive side effect in the community. One of the sheltered workshops (ARC) in Timmins, operated by Community Living Timmins Intégration Communautaire (CLTIC), employed the majority of the potential WSDP students. With the advent of the WSDP and the interest in competitive employment by the workers at the local ARC, CLTIC found itself having to consider the closing of one of its sheltered workshops. In keeping with the philosophy of CLTIC and the Ontario Association for Community Living, CLTIC was encouraged by their clientele's interest in competitive employment. CLTIC worked with the staff of the WSDP to identify the individuals who would meet the admission criteria for the WSDP while the staff of the WSDP volunteered to be part of the committee which was struck to assess and plan for the future of the ARC workshop.

Unfortunately the funding for the WSDP did not provide for follow-up of the graduates. The lack of follow-up proved to be a vital factor in the acquiring and keeping of permanent jobs by the graduates. Although 25 percent of the graduates had jobs at the conclusion of the program, they did not remain in the jobs for long. CLTIC was willing to work with the graduates of the program; however, the number of people on CLTICs waiting list for the services of their Supported Employment Worker prevented them

from assisting the graduates.

The inability of CNC to secure funding for a follow-up worker resulted in a lack of support for the immediate continuation of the WSDP. In keeping with the spirit of co-operation and partnership, however, personnel from CNC and CLTIC met to develop a proposal to provide a supported employment worker to assist the 11 graduates of the WSDP. CLTIC submitted the proposal to the Community Action Fund Ontario Office for Disability Issues. (Approval of the proposal was not confirmed at the writing of this summary.)

As funding was being sought for a follow-up worker, funding was also being sought for the continuation of the WSDP. Money had been committed from several sources including CEIC, Vocational Rehabilitation Services (Ontario Ministry of Community and Social Services), and from the Ontario Ministry of Citizenship (flowed through the Timmins Industrial Training Committee).

Since the follow-up worker is not yet in place, CNC decided that the Work Skills Development Program would not be offered during the 1991-92 or 1992-93 academic years. Once the worker is in place for the 1991 graduates and for future graduates, the Work Skills Developmental Program will be reconsidered and funding will be sought.

3. Philosophy of the Programs

A key element in the success of any program offered by a community college is the philosophy of the Board Of Governors. As can be seen by the philosophy statements and college goals that follow, both Douglas College and CNC are committed to providing quality programs to all students.

a) Douglas College

Douglas College philosophy specifically related to this program states:

Educational opportunities must be accessible to all, including those who might lack ready access to other post-secondary institutions. Educational activities must take into account widely differing abilities, levels of knowledge and skills, and learning styles. Therefore:

1) The College must organize the affairs so that limitations bearing upon the individual, such as geographical, economic and handicapping conditions which create physical, mental and emotional limitations, can be wholly or partially overcome.

2) Curriculum must be varied, flexible and segmented sufficiently to allow the diverse application of similar subject matter.

3) Guidance, counselling, and learning support services must be made available to students.

b) Collège Northern College

Program Philosophy Statement

People with developmental handicaps are not only capable of working in supported/competitive work environments, they have the right and motivation to do so. In recognition of this statement, Collège Northern College is committed to providing work skills training for adults with developmental handicaps.

BEST COPY AVAILABLE

Collège Northern College Mission Statement

"The mission of Collège Northern College is to provide equal opportunity for the fullest possible development of all students and staff in the College's community bounded only by their ability and the College's financial and physical resources."

College Goals:

1. Excellence

   Encourage commitment by the entire college community to pursue excellence in terms of programs and services for our full- and part-time students.

2. Flexibility and Responsiveness

   Research and implement alternative ways of doing business to meet the changing needs of our communities.

3. Accessibility

   Encourage participation in and provide opportunities for lifelong learning by removing as many barriers as possible to such access.[1]

4. Program Descriptions

Although there are many differences between the CJP Program and the WSDP, there are also many similarities. For the purpose of this paper, the discussion will focus on the general aspects common to both programs.

a) Admission Requirements

- General College Entrance Requirements
- Developmental Handicap
- Social Assistance
- Family/Guardian/Advocate and Referring Agency Support
- Verbal or Alternative Communication System *
- Employment Goal

* Reading and writing skills not required.

Reading and writing skills are not prerequisites to entering the training programs. The curriculum is designed in such a way that it can be taught without the use of reading and writing. The emphasis is placed on the demonstration of skills as opposed to written explanations of skills. Students who have limited verbal skills but who do have alternate communication modes are also welcome to participate in the program.

---

[1]College Annual Report to the Minister, 1990.

BEST COPY AVAILABLE

b) General Information

DEMOGRAPHICS	
DOUGLAS COLLEGE	**COLLÈGE NORTHERN COLLEGE**
- 12 Students - 1 Faculty - 4 Instructional Assistants	- 11 Students - 3 Staff
FUNDING	
- College Base Budget Faculty & Operating Funds - Ministry of Social Services Instructional Assistance Funding	- Canada Employment & Immigration Contract
PROGRAM LENGTH	
- Continuous Entry - ½ day / 3-18 months	- Block Entry - Full day / 10 months
PROGRAM SCHEDULE	
- Classroom (Monday/Wednesday/Friday) - Community (Tuesday/Thursday) - Job Exploration ½ day p.m. (Individual Schedule)	- 18 weeks in-class theory - 22 weeks work placement inserted throughout

c) Curriculum Content and Process

After a person is referred to the program, an interview/assessment takes place to identify and ensure the student will benefit from the curriculum. The interviewer, at the time of the assessment, clarifies that the person's long term goal is to be employed. The curriculum is broken into four major areas as follows:

CLASS PARTICIPATION/ PERSONAL SKILLS	HUMAN AWARENESS
Attendance/Supplies Interpersonal Skills Break/Use of Vending Machines Grooming/Hygiene Relaxation Community Safety	Assertiveness Public/Private Places Relationships Personal/General Information Problem Solving Self-advocacy Self-concept
SOCIAL SKILLS	**ORIENTATION TO WORK**
Greetings/Compliments Conversation Body Language Telephone Information Leisure	Understanding Employment Workplace Routines Rights/Responsibilities Work Habits/Behaviours Interviews Career Choice

Each student entering the program signs a Learning Contract which lists all the skills taught in the program. In the Learning Contract each skill is written as a performance objective identifying the condition or environment where the student will demonstrate the behaviour or skill to be acquired. The included criteria statement indicates how to determine if the skill has been acquired.

An example of a short-term goal in the Social Skills area is "Conversation Skills". The performance objective states:

During class time the student will:
- demonstrate listening skills by making comments on topic
- make comments
- speak in turn
- maintain eye contact
- initiate conversation
- maintain appropriate social distance during conversation
- speak with a conversational level of voice

independently 4/5 opportunities

To accommodate learners who may not have literacy skills and who are concrete thinkers, the teaching techniques are varied. Techniques such as small group discussions, circles of learning, and individual instruction are but a few of the techniques utilized. Of invaluable assistance is the use of a video camera to demonstrate to students their performance and the performance of others. The feedback received when watching themselves on the video allows the students to enhance their skill levels.

As noted, students are assessed on their ability to demonstrate the skills based on their performance in classroom situations, during community tours, and while on work placements. Regular feedback is given to students through daily contact with the program staff and regular report meetings with the students and their significant others. The feedback assists students in improving or maintaining skill levels.

BEST COPY AVAILABLE

The inclusion of "strategy sheets" has also proven to be of great benefit in the programs. Strategy sheets are a one-page outline of what the instructors do to help the students learn. These sheets can be passed on to other individuals or work placements. The information contained on the sheets will assist new people in devising strategies to help the students learn.

Although the Learning Contract is organized by categories of skills, the skills are taught in an integrated fashion. The integration of skills for teaching is demonstrated by using the example of a community tour. The purpose of a tour might be to increase the students' awareness and understanding of work. During class time the students would work individually and in groups to prepare questions to ask while on the tour. Questions would cover items such as the types of tasks, work schedules, hours of work, pay, uniform requirements, safety rules, benefits for the workers, time clocks etc. During the actual tour, the students would have their questions answered and would also look at employer/employee interactions, co-worker interactions etc. This preparation for and actual carrying out of the tour allows the student to demonstrate skills in at least three areas Class Participation Skills, Social Skills, and Orientation to Work Skills.

5. Work Placements/Job Explorations

Job placements and exploration are crucial elements in both programs. Through the job placements and explorations, the students identify the types of work they would prefer to do. Because it is an exploration of a job or a work placement, the student cannot fail. This helps to build self esteem and also allows the student to feel free to make choices and experience different types of work. Following is a brief description of the process followed by each college in carrying out the work placements and job explorations.

a) Douglas College

During the Consumer and Job Preparation Program, Job Preparation Series, students take part in a minimum of three job explorations in order to determine their career option. These job explorations are unpaid and not considered skill training. Students complete the Reading-Free Interest Inventory to get ideas of areas that they wish to explore.

Job Explorations are arranged individually - preferably a three-to-four hour shift in the afternoon for four days a week (Mon.-Thurs) for three weeks. Job sites are selected that are accessible from the students' homes. Students are not required to stay at the site if they do not like the work, and the employer is not required to keep a student who is not performing satisfactorily. The procedure involves the Instructional Assistant's (I.A.) arranging the job exploration. The Instructional Assistant prepares a training plan based on a task analysis of the work to be done. The site supervisor orients the student to the job site i.e. co-workers, safety regulations, washrooms, lockers, cafeteria, building layout, etc. Students experience more success when fellow employees have been informed about the program. The site supervisor usually introduces the work, and the Instructional Assistant carries out the training.

It is hoped that sometime during the three-week job exploration, the I.A. can gradually withdraw from the site and that the students can work under the direction of a designated employee. The Instructional Assistant is available to be on site at the supervisor's request during the entire time of the job exploration. The site supervisor will be asked to complete a one-page evaluation of the student.

If the job exploration results in a job offer, the Instructional Assistant can provide more indepth skill training. At the time of finalizing a job offer, the student is referred to a job placement agency which negotiates pay and any other supplementary funding. The job placement agency, in order to monitor and support the employee with special needs, maintains regular contact with the employer. If there is a job change requiring extended training, the Consumer and Job Preparation Program has a Job Skill Training course.

b) Collège Northern College

Students in the WSDP completed five block placements ranging in length from two weeks to 10 weeks. Students were allowed to chose placement areas. Although most students worked full-time during the placement, some students were able to work only on a part-time basis. During the placements the students were supervised by college staff. As the students became more proficient in the job placement, the amount of supervision provided by the college supervisor was decreased. Each placement was followed by at least one week back in the classroom which allowed the students and program staff to identify areas of strengths that the students possessed and areas which required further work. The time back in the classroom also allowed the students to get back together to share their different experiences and help each other to work on areas requiring additional help.

c) Placement Agencies

Students were able to choose from a wide variety of placement/exploration areas. The following list represents a sampling of the types of agencies and businesses that accommodated students.

DOUGLAS COLLEGE	COLLÈGE NORTHERN COLLEGE
Chevron Canada	Extendicare
Re/Max Realty	Acklands
Fabricland	Ceramica Tiles
Eaton's	Midas Muffler
Unique Boxes	Canada Glass
24-hr. Video	Consumer's Distribution
Pet Habitat	Pizzale Gardens
Raymond Salon Distributors	Child Animal Hospital
New Westminster Quay, Food Court	Gold Centre Auto Wreckers
Harvard Party - Party Rentals	New Method Cleaners
Fairweather's	Ramada Inn
Hawthorne Lodge	Shoppers' Drug Mart
Bonsor Recreation Centre	Pet Food Warehouse
Pacific Purveyors	Lafleur Gardens
London Drugs	Pathfinder Beverages
B.C. Blind Co.	Travelway Inn
Bashir's Auto Repairs	St. Mary's Hospital
Baxter Corporation	Hampton Veterinary
B.C.I.T. Library	Golden Mile Restaurant

This particular list represents the types of agencies that are available Canada-wide.

d) Types of Jobs Performed By Students

The students performed many varied types of jobs while on placements/explorations including:

- packaging
- loading/unloading trucks
- performing janitorial work
- assisting in a tool room
- assembling parts
- dishwashing
- working as a fitting room clerk
- doing laundry

- providing animal care
- washing/cleaning cars
- steaming clothes
- providing child care
- preparing food
- working as a shipping clerk helper
- stocking shelves
- bussing
- pumping gas

It can be seen from the above list that the majority of the jobs involve manual labour. The variety of jobs available allows the students to gain experience in many different types of skill-areas.

e) Skills Assessed While On Placements/Explorations

While the students were on placements and job explorations, many different skill areas were assessed including:

- arrive/leave work at correct time
- notify if late/absent
- have proper hygiene and appearance
- interact with co-workers/supervisor
- use conversation skills
- demonstrate break skills
- ensure production standards
- ensure quality standards
- follow directions
- manage routine problems
- report problems/ask for assistance
- correct work
- complete work

The skills were assessed by the job supervisor, the college supervisor, co-workers and the students themselves. The students received written and verbal feedback during and following the placements. This feedback was then used as the basis for in-class follow-up.

6. Benefits

For programs such as the Job Preparation Program and the Work Skills Development Program there must be benefits for all concerned, i.e. the students, the college, and the community. Although it is difficult to list all the benefits, it is felt that the following lists highlights the main benefits.

a) The student benefits by:
- having a societally valued activity
- making a natural transition from high school to work
- having opportunities to make choices
- enhancing self-esteem
- preparing for employment
- experiencing integrated activities
- developing friendships

b) The College benefits by:
- serving the educational needs of the community
- developing community partnerships
- providing all students an integration opportunity
- influencing employer attitudes regarding employment

c) The community benefits by:
- getting to know people with intellectual disabilities
- having a new source of skilled and reliable workers
- receiving contributing members of the community

BEST COPY AVAILABLE

7. Conclusion

The Job Preparation Program and the Work Skills Development Program have both proven successful in vocational training of adults with intellectual handicaps. The commitment of the Board of Governors of each of the respective colleges to training for all students is a significant factor in ensuring the success of the programs. The willingness of the communities to accept the students on placement and subsequently in paid employment is also crucial in the success of the programs.

As was demonstrated by the experience at Collège Northern College, perhaps the most crucial element in the success of the students and ultimately the programs is the availability of follow-up support for the graduates. This support does not need to come from the program itself and in fact may be more successful if given by other community agencies. The support from agencies other than the colleges provides for a broader level of commitment for adults with intellectual handicaps in our communities and ensures total community support.

8. More Information

Information packages are available upon request. The packages contain the following:

a) Douglas College
- Assessment
- Student Information Sheet
- Learning Contract - Blank
- Reading-Free Vocational Interest Inventory Order Form
- Worksite Evaluation
- Annual Program Report

b) Collège Northern College
- Student Progress Report
- Employer Needs
- Employer Agreement
- Work Placement Evaluation
- Student's Evaluation of Placement

Additional Information may also be obtained by phoning or writing:

Cathy Hart, Dean of Applied Arts
Collège Northern College
Box 2002
South Porcupine, Ontario
P0N 1H0
(705-235-3211)

Barbara Boehm, Faculty
Consumer and Job Preparation Program
For Adults With Special Needs
Douglas College
Box 2503
New Westminster, British Columbia
V3L 5B2
(604-527-5171)

BEST COPY AVAILABLE